



COMMUNITY SERVICE NEWSLETTER

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COMMUNITY SERVICE NEWSLETTER is published six times a year by Community Service, Inc. Our purpose is to promote the small community as a basic social institution involving organic units of economic, social and spiritual development.

raven rocks, ohio

The following article on some aspects of the philosophy underlying Raven Rocks is made up of excerpts from the annual Raven Rock's report. It is written by one of the founding fathers of the community which was started about 14 years ago to save the beautiful hilly territory from strip-mining.

by Warren Stetzel

One way to describe what Raven Rocks is about, is to say that we have wanted to help tilt our society toward new, more viable courses. We felt that several things had to be taken into account if that effort were to have any chance of success. First, we had to tilt ourselves into new courses. Second, we felt that such revision would not be authentic and effective unless it could be translated from idea or ideal into the mundane aspects of our lives and being. In this light, the details of raising and selling Christmas trees, of doing our work for a livelihood, of making decisions on personal or corporate matters--all are opportunities for the rehearsal of the attitudes and outlook, the perceptions and behavior we would like to gain. We would gain them in the hope that, if they are improvements, if they are viable, they will in proportion to their improvement and viability, spread.

All the news that follows is but the reportable events of our lives through which we have hoped to grow.

It is good news that our tree sales in 1983 were successful. Not so good news is our discovery that we are going to have to buy wholesale trees again in 1984. The reason for buying trees again is that we need to give our own an extra year of growth in order to meet the demand for larger trees.

The 46 acres of the Eikelberry farm are now a part of Raven Rocks. We are happy with this addition of very important watershed land. It is very likely that another 18.5 acres will be added to Raven Rocks in 1984. Mr. and Mrs. Albert Burkhardt approached us several years ago about this purchase. They have re-opened their offer, and this seems the right time to make the move. The land they are offering is certainly an obvious part of any serious effort to protect Piney Creek and its environs. Though the smallest of the tracts added to date, it will contribute the longest stretch of land bordering on Piney.

At the recommendation of the Ohio Department of Natural Resources, Raven Rocks, Inc., applied early in 1983 for the exclusion of its property from mining. Because

the rights for strip mining had never been sold, our purchase of the property secured it against that form of mining. By contrast, however, rights to the deep coal under Raven Rocks were sold long before we became involved here. We have gradually become more aware of the damage that deep mining might do to ravines, water table, ponds, and to structures such as the Locust Hill underground project. Our concerns were considerably heightened when we learned that it was likely that, instead of room and pillar mining methods, the more modern long-wall method would be used. With the former, older method, more coal is left, providing better support against subsidence. Long-wall mining removes all the coal over broad expanses, so that subsidence occurs surely and swiftly.

Hence our petition within the provisions of a new Ohio law. According to this law, we had to prove one or more of a number of things, such as the threat to endangered species, loss of significant archaeological or other historical features, or injury to the public interest. A variety of experts from the Ohio Department of Natural Resources paid visits to Raven Rocks to search for endangered species, whether plant or animal. We were disappointed, as they were too, that they found none. Our geological features, as dramatic as they are, are not unique in the State, and so fail to meet the legal requirement. What settled the matter was that the Y. & O. Coal Company held one feature that did require the denial of our petition. They had undertaken substantial financial obligations prior to July 1, 1977. In fact, they had invested more than \$21,000,000 by that time, with about 25% of the coal they expected to extract lying under the 1,033 acres of Raven Rocks.

Disappointing as the denial of the petition was to all at Raven Rocks and in the Department of Natural Resources, not all was lost by any means. That we made the petition was probably a very fortunate thing. The Chief of the Division of Reclamation paid a visit here. He was very happily impressed with the whole project, including the land preservation and subsidiary efforts. Raven Rocks won a power-

ful ally that day. We have been encouraged and warmed by the keen interest and affection of members of the Ohio Department of Natural Resources with whom we had contact through the processing of our petition.

At the urging of this man and others in the Department of Natural Resource, an official of Y. & O. Coal Company came to Raven Rocks to see for himself what we were concerned to preserve and protect from damage. We found much in common with this individual, and he began to see and to appreciate, about as soon as our hike was begun, what we were trying to accomplish here, and why. He expressed his own strong conviction that whatever mining was done under the property should be done with care to avoid damage. Should such a conviction be translated at some future date into policy, it would rule out long-wall mining under such critical areas as the ravines, or underground buildings.



The Y. & O. representative, in the course of our afternoon hike together, repeated what we'd been told by ODNR officials: that it is very uncertain when, if ever, mining will occur under Raven Rocks. For several years, the Y. & O. company has been for sale, with no real nibbles by would-be purchasers. The market for high sulphur coal and for the mines that supply it is very poor at this time.

An unrelated event assisted us in our message to the officials of Y. & O. Coal Company. You will remember that our 1983 letter reported the likely production of a TV documentary on the underground building at Raven Rocks. The film was produced, and was shown in this part of Ohio in

early October. That was just at the time that communications between ODNR and the coal company were in progress. There was considerable publicity in area papers, including a major story in the largest Sunday paper in Wheeling, in relation to the television broadcast. Interest in the broadcast itself was keen. As a member of the ODNR staff reported to us, Y. & O. officials were made well aware of the degree of public interest in the Raven Rocks project.

As for "Gentle on the Land," as the TV documentary is called, we were surprised that so sensitive and thorough a job could be done in a half hour show. The producers chose to report on the underlying philosophy of the Raven Rocks projects more than we had expect they would, or could do.

The 1983 "story card," our annual "propaganda" piece for our Christmas tree customers, was the first job to come off the Heidelberg press at Raven Rocks Press. The second job off that press was the Fall 1983 issue of the OLNEY CURRENT, which Raven Rocks Press will continue to print for the foreseeable future. The next big job will be the printing of Arthur Morgan's The Small Community for Community Service.

Renovation of the building that houses Raven Rocks Press, installation of all the equipment, and getting the equipment into operable condition, took a great part of 1983 for the Raven Rocks members most involved in it. A consequence of this was that, except for the Spring work that was done for the filming of "Gentle on the Land," construction of the underground building was delayed till late August. Even so, a number of columns now rise more than thirteen feet in the air, and for the first time visitors can get some sense of the structure taking shape there. Every effort is being made to keep the 1984 building season free for building.

The one solar building connected with Raven Rocks that is completed and fully operable was described in an article in last August's SOLAR AGE magazine. This is the solar pole building built and used by Raven Rocks Concrete. SOLAR AGE, the journal of the American Solar Energy Association, is available in most libraries.

Happy with 1983, just as we have been happy with the years before it, and busy now with the present, we remain deeply hopeful about the future. In the spirit of the story of the hundredth monkey, we wash our dirty potatoes with confidence that any useful thing we can do, any constructive thought we can think, may not be lost.

There's another story, neither so direct nor so profound in its significance, that we'd like to tell this year. In the latter years of my family's long involvement in the hatchery business, big broiler and egg growers began to replace the little independent farmer as the producers of poultry and eggs. As a consequence, many baby chickens went out of our hatchery in multi-thousand orders rather than the few hundreds that had been packed into the back seats of farmers' cars. The bigger outfits came for their baby chicks with revamped school busses. I don't recall how many of the tiny creatures were put in one of those busses, but, it was a good many thousands. A baby chick doesn't have much weight to throw around. His physical impact upon the world around him is slight, indeed. He would appear to have about the same chance of affecting his world as we often feel we have.

A baby chick's response to a sudden alarm is to instantly squat. What used to happen was that, as one of those bus loads of chicks rolled down the highway, a horn might honk, a bright light might flash. Whatever the signal, each chick would squat. When those thousands of tiny creatures squatted at once, in unison, the effect was impressive. The bus bounced.

A major difference between the world of chicks and the world of human beings is that we are not pre-programmed as chickens are. We don't make the same instantaneous judgment and response. We don't, right down to the last one of us, squat. While some squat when the signal flashes, others jump up, and still others choose to disregard the signal altogether. Nevertheless, we are not utterly independent. We can influence, and be influenced. We can educate, and be educated. What we are

part of is a constant process of mutual influence, be it conscious or unconscious, be it by persuasion, by reason, by example or by the hundredth monkey phenomenon. The truth is, when the environmental horns blow, when the danger of nuclear holocaust flashes, more and more people squat. We like to remember that all the things we do, all the things we think, not only affect our own readiness to catch the signal and to respond, but also, however undetectably, may affect the readiness and the response of others. One day, we trust, enough of us are going to squat that the big old bus will bounce.



Community Gathering

April 13-14

May we remind you that it is not too late to send in your reservation for the Fellowship of Intentional Communities Meeting to be held at Barnesville, Ohio April 13-14. If you have lost your brochure about it, we can send another. This will be an opportunity to meet people from different communities and to get acquainted with the work of Community Educational Service Council and Community Service, the gatherings co-sponsors, and to visit Raven Rocks nearby. If you plan to come, we must have your registration by March 30th.

Some of the folks we expect to see at the FIC Meeting (besides Raven Rocks people) are Charles and Lyndal Betterton from The Stelle Group in Illinois, John Ewbank from Bryn Gweled Homestead in Pennsylvania, Sam and Wilma Reinke from The Universal Listening Post in Ohio, Christine and Ernest Morgan from Celo, North Carolina and Jane and Faith Morgan from The Vale in Ohio. About a dozen interested individuals have registered and we still expect to hear from other communities and individuals. We look forward to meeting those of you who can attend.

Jane and Betty

The Small School and Community

by Griscom Morgan

Thirty-two years ago my wife and I and a few friends started a small school for our first children when they came of school age. Still small, intimate and alive, the school is still staffed by some of the founders. I consider this one of the most important things I have done, for it is increasingly clear that the future of civilization is at stake in this kind of endeavor. I am not referring to the advantage of small schools of a hundred as contrasted with many hundred children, but to the crucial place in society of far smaller schools especially for younger children, such as fifteen to thirty students and one or two teachers.

Before we started our school I had attended a one teacher engineering project school and some outstanding schools in America and abroad and had taught in some of the good private schools. Then I worked in the schools in one of America's poorest counties in Appalachia with a fine superintendent, Marie Turner. One and two teacher schools were scattered throughout the hills in the communities of mountain people. Some of these schools were the best I had seen among all the schools I had known for there was a fine quality of life among the people. I can only define this quality as a sense of community rather than institution; everyone contributed to the success of the school. Parents fixed up the grounds, school meetings were always well-attended and in the classroom itself older children could be observed helping the younger ones to learn spelling and fractions. I asked a professional there whether he would rather live with these poor but spirited people or those of the prosperous northern society from which he had come. His answer was instantaneous: "Oh, with these people...they know how to live."

So in our Vale school our group of fami-

lies sought to repeat for our children the quality I had seen, and to a significant extent we have succeeded. But we are not unique. Recently on an NBC television program the late Jessica Savich gave a showing and account of the one room schools in rural Nebraska. Their program showed the

same quality of family involvement and community responsibility as the Kentucky mountain schools and our Vale School. Jessica Savich reported that these children were so superior in their later performance that they tended to become the validators in the high schools they attended. Similarly, teachers in our larger Yellow Springs schools to which Vale school children went later, commented on the pleasure it was to have children from the Vale school background.

Small schools are essential for the small community function in society to survive in urban as well as in rural areas. Both black and white defenders of the local school are speaking out on this issue. The success of such urban schools is illustrated by the experience of a Texas city after the second world war when some Texas cities were growing so rapidly that they could not build the typical large academic mass institutions that the educational profession demanded. Builders urged the education department to allow them to put up small two-teacher schools in buildings designed for this purpose and close to the children's homes; they were designed to be converted to two-apartment dwellings when the need for them as schools passed. In the urgency of these circumstances, the educational administrators gave permission. The result was that the schools being near the parents' homes, became places for widespread parent involvement and identification. The teachers greatly preferred this more human environment and relationship, the children did better - less problems because of impersonal mass dealing with them, and the result was less expensive.

The Texas schools were in complete violation of orthodox administrative dogma and were not allowed to set a new pattern elsewhere. For example, builders in Dayton,

Ohio sought to get the educational administrators to permit this arrangement even for stop gap need and were turned down with the argument that educational standards must not be tampered with. Wise school administrators, however, are becoming aware of the serious nature of the problem of the isolation of the big school from the community. During the early seventies I met regularly with the schools task force of the Joint Citizens New Town Planning Council in an area near Dayton, Ohio. These people were concerned with community and school. We invited the county superintendent to meet with us and he was delighted to find a group of active citizens. He supported our concern to develop a public school with small community values, telling of the apathy to which the county was subject. I have known two gifted teachers who by choice left being superintendents of large schools to being teachers of one room community schools. One of these, Hilda Hughes, became director of Antioch College's education department and was a strong advocate of the small school. The other teacher I visited in his Ohio rural public school and was greatly impressed with the school.

School consolidation is a significant threat to the small community. The president of the Rural Sociological Society and I were on the staff of a summer school in Maryland, primarily serving rural teachers. In this summer school, the teachers expressed their deep concern and consternation with what they saw happening to children and youth separated from the community in large numbers in the big consolidated schools. We asked the county superintendent to come and represent the state department of education in arguing the case for large school consolidations. This man said that as a young man he too was supportive of the small school but that he had been converted to the large school philosophy by the argument that in our industrial society - affecting rural as well as urban communities - the family was dying out and leaving the need for the school to take over the whole field of child education and orientation to life, and this required the large school and its diverse and expensive staff. The rural

teachers were outraged at this argument that the state department should write off the fundamental institution of the family and its role in education, and the small school which was a major focus of small community life in bringing families into active involvement.

Taking the school out of the village greatly impairs community life generally. An example of a nearby small village school I knew was the Village of Bowersville, Ohio, a community of a few hundred people. It had a fine, small, community orientated school system. Then the state department decided it was time to consolidate into a larger system. At about the same time it got a new school superintendent. This man was indoctrinated to believe in the large consolidation process, but as he worked in this small rural school system, he became impressed with the intimate and fine involvement of the community and parents in the school and community. High morale and mutual aid were natural outgrowths. He told me that he had never seen a real community before and he was expecting to achieve this quality in the new consolidated school of which he was to be the superintendent. However, when he achieved this new consolidation he was surprised that there was no trace of such community involvement in the large school system as he had seen in the small. The buses brought into the school the many hundreds of children, no parents came upon the scene and the institution lived in isolation from the many small communities whose children were forced to attend the school.

Formal education as we know and practice it in the academic world disables rather than enables people in the community dimension of life. What else can be expected from youth who have to sit in chairs in large rooms while the teacher runs the show - or loses control over it? Some of the most capable people in the community development field have spoken of this from their experience. Richard Hauser, a specialist and consultant on community for the United Nations, told me that university faculty were among the most difficult to work with to achieve community - he'd rather work with the inmates of London



prisons than faculty of the University of London! The products of the academic world are commonly deficient in this crucial dimension of human life. An able man in United Nations community work, Russell Olson, told me of how in Chile during its democratic government a number of attempts had been made at new community development, all but one greatly depending on trained specialists. All failed except this single community endeavor in which the land had been turned over to volunteers from a European community; they worked it out by themselves and gained outstanding success.

How can we give children the educational benefit from living in community as contrasted with their being institutionalized out of community during their formative years? The answer is not to negate the school but to bring it back into the context of the community. And perhaps the most important place for this to happen is during the first few grades when the young parents as well as the children need the close personal association with the other parents among whom their children will be playing. The children must not be lost in the crowd but remain secure in the context of fellowship and family which is a basic ingredient of the small community and a universal of human society.

The two universal units of human societies have been found to be the family and the small person to person community. As such these two have been functionally interrelated and interdependent not only in their presence, but also in their universal roles of education and development of the young. When civilization strongly disrupts what had been a functioning unity throughout the life of mankind we should expect dis-

COMMUNITY SERVICE CONFERENCE PLANNING

Thanks to George Orwell the nation is taking stock of its past and its future. Where does the small community fit into the picture? What is the role of Community Service? How can we be more effective? Are we providing you with important information and ideas?

Though Community Service is small, we believe we have a vital message, that the small community, wherever it is found, is still the source of democratic life and institutions. We very much look forward to being able to get Arthur Morgan's classic on this subject to you in paperback yet this spring.

In the meantime, as members of Community Service, we invite you to join in the coming months decision making. We want your ideas with regard to future conferences. Please take a few minutes now to share your thoughts with us through the enclosed questionnaire. It is designed to assist you but please don't feel confined to it alone; it is meant to be a springboard, not a box. In mentioning proposed resource people, remember we need folks dedicated enough to the subject to give us their time, as we can not give an honorarium though we do pay their transportation.

Pull questionnaire from the NEWSLETTER, fill it out, tape it closed, stamp and mail it back by April 30th.

Return by April 30th!

1. IS COMMUNITY SERVICE MEETING YOUR NEEDS?*

If yes, tell us what we are doing right:

If not, tell us what we can do to make it better:

2. OUR ANNUAL WEEKEND CONFERENCE - WHAT DIRECTION AND WHEN?
The conference brings together important ideas and people associated with these ideas from around the country. For those who cannot attend, the ideas are reported on in our NEWSLETTER. Previous topics have been: Democracy in the Workplace-'83/ Human Ecology, Becoming Agents of Change-'82/ Human Scale, in Economics and Education-'81/ Children & Community/ Models of Economic Sufficiency. Are any of these ready to be repeated? Some additionally suggested topics are listed below. Please choose your top five, with (1) being your first choice and (5) your last choice. Please also indicate who you think might be a good resource person for each topic, giving his or her name and address in the space provided.

1. The small community exists in the city. How well does it fare? _____
2. The community's responsibility to the soil. The deterioration of nutritive value of the soil. Land trusts and land restoration. _____
3. Returning education to the community. The status and limitations of school consolidation, Alternative schools. _____

* If there is insufficient space, please continue your ideas on a separate page.

4. The significance of the small community to democratic society and its economy. _____

5. The changing family and community. _____

6. The role of religion in community. _____

7. The small community as an island of rational living in an irrational society. _____

8. The economics of peace. _____

3. ADDITIONAL CONFERENCE TOPICS - Please give us your ideas and mention a possible resource person.

4. WHEN WOULD YOU LIKE TO HAVE THE ANNUAL CONFERENCE?
a. FALL: Sept/Oct b. SPRING: April/May c. Doesn't matter ____.

5. IDEAS ABOUT EXPANDING OUR MEMBERSHIP. a. Can you suggest the name and address of organizations to which we can send literature and/or place a small ad?

6. GENERAL THOUGHTS ABOUT ANYTHING:

FROM

STAMP

COMMUNITY SERVICE INC.

BOX 243

YELLOW SPRINGS, OHIO

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turbances and pathology to develop in each of the constituent parts of society. This is proved by the Harvard Zimmerman-Cervantes* study of the mental health characteristics of urban families that had maintained their mental and social health. The one universal among them was that they had developed within that urban environment an equivalent of the rural small community - fellowships of families sharing mutual aid and common values and way of life for all in the family.

* *Successful American Families*, Carle Zimmerman and Lucuis Cervantes (Pageant Press, NY, 1960).



Book Reviews

by Betty Crumrine

EDUCATION IN RURAL AMERICA: A Reassessment of Conventional Wisdom, ed. by Jonathan P. Sher, Westview Press, Boulder, Colorado, 1977, 392 pp., paperback. Available from Community Service for \$13.00 plus \$1.00 postage and handling.

Education in Rural America is a special study of education developed by the U.S. Dept. of Health, Education and Welfare. Although primarily written and exclusively edited by Jonathan P. Sher, an educator and expert on rural affairs, several other people associated with education in America helped author this work: They are Faith Dunne, Stuart Rosenfeld, Rachel Thompkins and Timothy Weaver.

The authors of this work extensively explore rural education both in terms of historical antecedents and present day realities. They maintain that rural education has become a "skeleton in the closet" to

the education system. More than 14 million children attend rural schools that receive only minute amounts of the nation's financial resources. Why is this so? The authors believe that over the last century, a set of assumptions and theories about rural education became widespread and that these beliefs form the "conventional wisdom" of rural education today. Often this "conventional wisdom" was neither wise nor founded upon fact and many times it did immeasurable harm to the children which was its basic concern. Some of the fundamental tenets of "conventional wisdom" are "big is better," "the more credentials the better the teacher," and "a sophisticated curriculum brings about more learning." These arbitrary standards and ideas have been thrust on small schools in the name of progress and consolidation has resulted, often causing such small school virtues as cooperation, opportunities for leadership and informal interaction between staff and students/parents to fall by the wayside. Education in Rural America examines the body and beliefs of "convention wisdom" and points out the flaws involved in accepting it unquestioningly. "Panacea as Policy," "Policy and Paradox," "The Real World," and "Beyond Conventional Wisdom" are the four provocative subjects that the book deals with in depth.

"Panacea as Policy" traces the urbanization of rural schools between 1840-1970 and shows how, when, where and why urban standards came to be forced on rural schools and accepted as "conventional wisdom." This section also studies the benefits of consolidation such as economy, efficiency and equality. The authors amass an impressive array of facts, figures, graphs and tables which illustrate the above three qualities to be more myth than reality. They suggest that small schools deserve more attention, that alternatives to consolidation should be considered and that research done to demonstrate the value of proposed reforms should be studied carefully.

"Policy and Paradox" takes a look at the small school experience in rural America. Invariably the argument among people reduces itself to small community versus large. Studies have found that small schools pro-

mote more leadership and student participation as well as a better self concept and sense of control among students. Nor does the size of the school have much to do with whether a student goes on to college. Faith Dunne states: "The country school can be used as one means of creating a range of rural life styles, each of which could offer personal fulfillment equal to anything found in the cities or suburbs. However, to achieve this goal, there must be people committed to the *improvement* of rural life rather than its *replacement*."

"The Real World" considers the issue of class conflict in rural education using a case study of Preston County, West Virginia which shows how consolidation through four failed bond issues was thrust upon rural communities; it further discusses centralization versus decentralization using as a guideline, a case study of rural education in Vermont. The West Virginia case details dramatically the way in which consolidation shortchanges the children it is supposed to help whereas the Vermont study reflects small scale community orientation which Vermonters adamantly cling to despite all attempts to force urban models upon them. Interviews with supervisors, teachers and students seem to support the idea that such small schools work. Stuart Rosenfeld writes: "Poor teachers can harm a child. Insensitive administrators can harm a child. But it appears unlikely, from the evidence gathered, that given competent people in the system, the lack of an art class or a gymnasium or a comprehensive library will harm a child's chances, either in school or in life."

"Beyond Conventional Wisdom" discusses the lessons and guidelines to be learned from the failure of "conventional wisdom" and suggests a model of school-based development corporations as a new strategy for education in rural America. Jonathan Sher states: "This book contends that the great majority of rural citizens are not the apathetic, reactionary, anti-education group they are often portrayed to be. There is a genuine interest in and commitment to rural school improvement among students, parents, and local educators throughout rural America. Yet, it is also clear that the reforms that engender the most support and, not coinciden-

tally, seem to produce the most positive, significant, and lasting effects are those which are locally initiated, locally developed, and locally controlled."

Rural Education in America is an important book with profound implications not only for educators but for all people interested in education and the small community in America, hence the book comes highly recommended.

PARTNERING: A Guide to Co-Ownng Anything from Homes to Home Computers by Lois Rosenthal, Writer's Digest Books, 1983, 358 pp., paperback. Available from Community Service Inc. for \$12.95 plus \$1.00 postage and handling.

Lois Rosenthal, a consumer expert and newspaper columnist, has written a book designed to help anyone partner or co-own anything and everything. She uses the word "partner" in the sense of two or even more. Nothing is too big or too small to partner - tools, appliances, boats, airplanes, vehicles and houses are some of the items the author suggests sharing. None of these appeal to you? Then how about partnering season musical tickets, fine jewelry, paintings, trampolines, recordings, a designer dress, a deep freeze, gerbils, or a pasta maker? Rosenthal believes that one can dare to share almost anything with someone else. She invites the reader to open his mind to the endless possibilities of partnering not only objects but also work, meals, children, gardens, composts and house renovations. Sharers save money in their joint ventures as well as learn skills from each other plus they gain a sense of security from not going it alone. The author maintains that the benefits of partnering far outweigh the pitfalls; for example, partnering makes it possible to have things you can't afford, to buy a better brand or model, takes away the guilt of owning something you don't need or only use once a year, brings you new friends with whom you can share the good times and the bad, and promotes a sense of cooperation and community.

Through interviews with dozens of partners, Rosenthal compiles sage advice on all aspects of partnering. Some of her most cogent observations are the following:

* Decide what you can comfortably partner. Are you crazy in love with your housecat? Probably not a good idea to try to share it then.

* Find the right partner for you and what you're sharing. Do you hate cigarette smoke? Better not team up with a three pack a day person then or you're in for big trouble. Use resources such as advertising in supermarkets, church bulletins and newsletters to find the right partner; better yet, ask neighbors and friends to go in on something with you. Success rates soar in partnerships when the principals have known each other for a long time.

* Test your partnership ability along with the people you are partnering with. The author provides a questionnaire by a clinical psychologist to postulate potential compatibility and conflict areas.

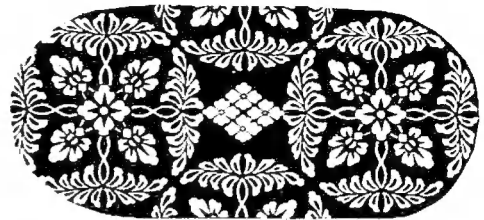
* Once you think you've found the right partner, make a written agreement between you that covers such areas as cost, usage, maintenance, insurance, loss or damage, schedules, goals, permission for others to use, decision-making and other fine points.

* Keep the partnership working by remembering all you've gained by sharing, so be flexible, set aside a time to talk, define problems and try out solutions to them.

A little more than a third of Partnering is devoted to house sharing. The author examines a number of different living arrangements such as sharing or co-owning a granny flat (placed in the backyard of an existing structure), an accessory apartment (within the house itself and great for an elderly relative), a condominium, a vacation home or a traditional house. Rosenthal reiterates that it takes more faith to live with someone than to share half interest in a lawnmower, hence one must be especially careful to pick the right person in the beginning. Ask plenty of questions, she advises, and provides a matchup questionnaire to make this chore easier. It covers such areas as cleanliness, music, television, sex, the others in your life, children, money, alcohol, drugs, smoking, modesty, odors, schedules, punctuality, temperament,

food, health, possessions, great expectations, space, decoration, comforts, politics and religion, pets and jobs. Even after answering such a questionnaire, you might come up with an incompatible person. Rosenthal states that it takes about three months before people who live together let down their hair and get honest with each other and this can lead to all sorts of problems. Some can be worked out; otherwise, it is best to terminate the partnership. On the other hand, some people matchup with winners and find themselves in completely happy and acceptable living situations. One interesting example cited by the author is Herbert, an eighty year old college professor who barter the use of his house for thirty hours of the occupant's time each week as a positive way to combat loneliness.

Partnering is an extremely readable book full of commonsense advice and written in an easy, humorous style which gives the reader insight into co-owning anything with another human being. Beyond the practical aspects of this book is the basic theme that partnering doesn't just save you money but leads in a workable partnership to trust, cooperation, faith, love and friendship.



THE COMMUNITY GARDEN BOOK: New Directions for Creating and Managing Neighborhood Food Gardens in Your Town, by Larry Sommers, Gardens for All/The National Association for Gardening, 180 Flynn Avenue, Burlington, VT 05401, 1984, 121 pp., paperback. Available at the above address for \$8.95 post paid.

Larry Sommers, National Community Gardens Director, has copied with the help of his organization, Gardens for All/The National Association for Gardening, an interesting and informative book which touches on all the important aspects of community gardening.

It is full of intriguing facts; for example, 2 million households already garden in community gardens and the author maintains that 8 million more households would garden if there were available community gardens. This book wants to help these people, therefore, it seeks to provide insights, tips and techniques to make the task/the joy of community gardening easier and sweeter.

The Community Garden Book studies over 100 programs in the United States and reports on how they are succeeding at community gardening. These cameo glimpses of different projects are fascinating. For example, in Watertown, Massachusetts there exists at the Perkins School for the Blind, a community garden that is used for therapeutic purposes. About 40 students ranging in age from 13-21 work about 3 hours a week in groups of two or three. Wide row planting, raised beds and Braille markers enable these young adults to develop their garden skills while learning trust and cooperation at the same time.

The chapters in The Community Garden Book deal with a wide sampling of subjects on community gardens such as sponsorship, financing, land, site design, soil, problems and direction. The appendix provides some practical pointers for community garden organizers and is invaluable.

This is a great resource book for anyone interested in community gardening as well as being extremely readable because of its organization, photography and layout.



POEM

by Arthur E. Morgan, 1930

We twist and turn and warp our lives
To fit the narrow cell in which we live;
'Tis practical, we say,
To fit our circumstances.

Imagination dies, or n'er was born,
Or else we'd see beyond the narrow cell,
A Great wide world of freedom
Where circumstance would be our slave
And not our master.



Announcements

EDUCATION FOR A DEMOCRATIC WORKPLACE A Study - Tour to Europe

We invite you to join our group of educators for a two-week study tour to visit some of the most important West-European experiments in worker self-management June 24 to July 11. The goals of the trip are: to gain first-hand experience of developments in these European centers, to lay the basis for a greater exchange of ideas and experiences between educators and practitioners in the United States and in Europe through setting up a more international network, and to inform ourselves about how education has been integrated with the workplace in these experiences.

Highlights of the trip will be four to five days in Mondragon and San Sebastian in the Basque region of Spain, three days in Paris and Normandy, France, visiting industrial cooperatives and five days in Leeds, Manchester and London, England visiting Beechwood College.

\$1,300 includes roundtrip airfare from New York City to Europe, ground travel in Europe, hotel for fifteen nights, breakfasts, and study-tour costs. \$565 deposit is required no later than April 1, 1984.

For more information, please contact Joyce L. Kornbluh, Labor Studies Center, ILIR, University of Michigan, 108 Museums Annex Building, Ann Arbor, MI 48109 or phone (313) 764-0492. Another contact person is Frank Adams, The Cooperative Research and Development Group, Elizabeth City, North Carolina, (313) 764-0492.

The National Association For The Cottage Industry, a not-for-profit association will hold its third regional conference and exposition on Saturday May 12, 1984, at the Conrad Hilton Hotel, 720 South Michigan Avenue, Chicago, Illinois, from 8:00 a.m. to 4:30 p.m. For more information, write: THE COTTAGE CONNECTION, The National Association For The Cottage Industry, P.O. Box 14850, Chicago, Illinois 60614.

Parenting for Peace and Justice Network (PPJN) is holding a Regional Training Workshop led by Jim and Kathy McGinnis, on May 10-12, 1984 at Gilmary Diocesan Center, Flaugherty Run Road, Corapolis, PA (near the Pittsburgh Airport). For more information, write Rev. Bruce H. Swenson, Christian Associates, 239 Fourth Avenue, Pittsburgh, PA 15222.



COMMUNITY SERVICE MEMBERSHIP

Membership is a means of supporting and sharing the work of Community Service. The basic \$15 annual membership contribution includes a subscription to our bimonthly NEWSLETTER. Larger contributions are always needed, however, and smaller ones will be gladly accepted. Community Service is a non-profit corporation which depends on contributions so that it can offer its services freely to those who need them. All contributions are appreciated, needed and TAX DEDUCTIBLE. If you want your copies of the NEWSLETTER sent airmail overseas, please send \$20. All foreign members, including Canadian, please pay in US currency.

YOUR MAILING ADDRESS AND BILLING

If there are errors on your mailing label or in our billing, please send the old label, plus corrections and the facts of prior billing to us. It will save time and money if you will let us know by postcard of your change of address. The post office charges us 25¢ to inform us of each change and you may not be receiving your NEWSLETTER. We then have to pay 20¢ to remail your NEWSLETTER to your new address. Sometimes the post office says there is no forwarding address for a subscriber and this makes us sad. PLEASE SEND YOUR OLD ADDRESS WITH YOUR NEW ADDRESS so that we can find you in our files.

EDITOR'S NOTE

We not only welcome letters to the editor, but articles about any exceptional communities you know of or people who are doing interesting things to improve the life in their towns. Anyone submitting an article should enclose a self-addressed envelope if he/she wishes it returned if we cannot use it. The only recompense for use we can offer is the pleasure of seeing it in print and knowing that you have spread a good and useful idea.

CONSULTATION

Community Service makes no set charge for consultation services formal or informal, but can only serve through contributions of its friends and those it helps. For consultation we suggest a minimum contribution equal to that of the consulter's hourly wage for an hour of our time.

DO YOU HAVE A FRIEND?

One of the most helpful ways of supporting Community Service is to send the names and addresses of friends whom you think would be interested in receiving a sample of our NEWSLETTER and a copy of our booklist. If you wish a specific issue sent to a friend, please send 50 cents per name.

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You can tell when one year has passed since you last contributed to Community Service by looking at the three or four digit number at the upper right hand corner of your mailing address. The first digits are the month and the last two are the year your membership expires. Please renew your membership now if it has expired or will expire before 4/84, April 1984. A minimum contribution for membership is \$15 a year. The need for larger gifts continues to increase.

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